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He gave joy and interest even where he carried away pain. Amid all the squalid quarrels of the Godwins and the sordid cares of the Hunts, and the baseness and vulgarity of the Westbrookes, and the flat dulness of his relatives, he stands unstained and unbefouled. Men and women alike leaned on him for daily bread and daily strength. His generosity was incredible; his power to soothe and enliven and encourage was almost as great. The kindest creature in the world, he knew himself reckoned a monster. A great lover, he knew that "some of us have in a prior existence been in love with an Antigone and that makes us find no full content in any mortal tie." Despite Mr. Ingpen and the late Matthew Arnold, to have kept company through these two volumes with this spirit, touched to finer issues, is to face life fortified by a larger charity, a keener sensibility, a nobler inner world than our own.

LITERARY STUDIES.

WHO would turn to a grammarian, of all men, for wit and gayety and vivacity? Professor Gildersleeve tells us in these lectures* that he has recently learned with a new shudder that some schools have classes in Gildersleeve, just as they have classes in conic sections, and he goes on plaintively to add: "I must say that I should not like to have my individuality merged in my Latin grammar and this sensible warm motion to become the kneaded clod of a crabbed text-book." And yet he makes an able and very witty plea for classical studies, since he says: "I myself have proved to my own satisfaction that the personal accountability for belief about which one hears so much nowadays is taught by a Greek negative, and that Schopenhauer's system is implicit in the only true doctrine of the Greek accusative. Do you wonder, then, that I am panoplied against the bird bolts that are aimed at grammar?"

The first lecture is a plea for classical studies, for Greek as one of the main channels through which life and culture flow; the second lecture concerns the relation of Greek literature to modern English literature; and the third is a highly interesting parallel

* "Hellas and Hesperia." Three lectures by Basil Lanneau Gildersleeve. New York: Henry Holt & Co., 1909.

between the Greeks of the great days and modern Americans. But the subjects are not of such moment; rather what one would note is the life, the wealth, the spirit with which Professor Gildersleeve endows everything he touches. The essays are thickly sown with wit and wisdom, ripe learning and lenient vision. A few observations culled at random should be enough to assure each reader that he must own the volume.

"It is better to be a doorkeeper in the house of philology than to dwell in the tents of the rhetorician."

"Some men can pass from the morning newspaper or the midnight novel straight to the lecture on Greek literature or to the investigation of grammatical phenomena and feel that life is one; others have to put on mental bands and gowns in order to present the gospel of Hellenism, as Buffon is said to have put on court dress before he paid his respects to Nature; others regard a Greek joke as a sacred thing not likely to be laughed at."

"Creon tells his son Hæmon that Antigone is 'a frigid hugging-piece,' and however frigid my hugging-piece (the Greek language) may seem to others, I have pursued it as a phantom of delight, now through the crowds of the agora, now round the steps of the bema, now over the meadows of the Muses where Aristophanes disports himself, now over battle-fields illuminated by stark figures of the blue and gray."

English reviewers are reproaching American essayists with taking themselves too seriously. The same reproach might be brought against our scholars. They are so serious that they are positively dry. Dr. Jebb, Dr. Mahaffy, Mr. Tyrrell, can write of Greek life and letters with profound learning and yet be interesting. One has a sense that they have had time to assimilate what they have learned. Why must our college professors produce books that read like so much newly gathered learning carefully catalogued? "This book,"* says the author, "is a contribution to the study of Greek education during imperial times." For the real spirit of Greek education we should still refer the reader to Thomas Davidson's fascinating volume. The chapters on "Public Displays" and "Student Days" are most interesting and least overburdened by a mere catalogue of facts.

* "The Universities of Ancient Greece." By John M. Walden. New York: Charles Scribner's Sons, 1909.